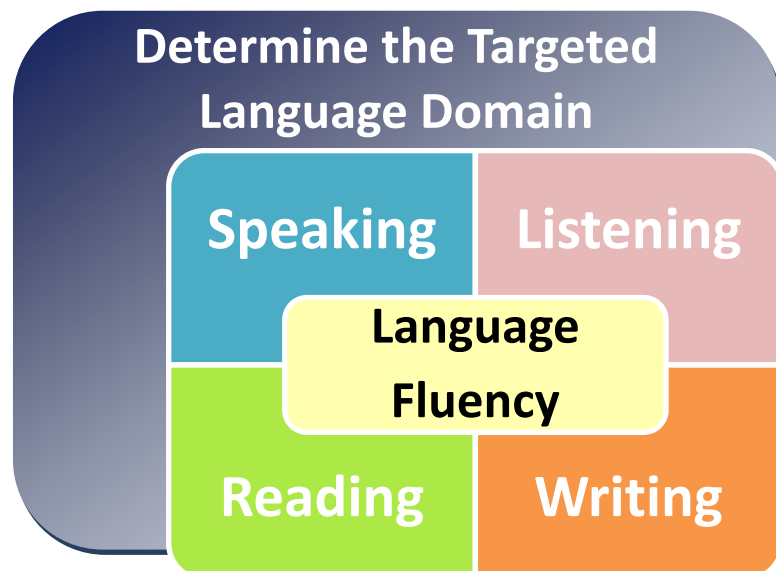


Selecting English Language Proficiency Goals



Reading

- **Myth:** If we focus on teaching phonemic awareness and phonics and how to decode in English and read fluently, ELLs will become successful readers in English.
- **Reality:** Reading involves much more than decoding, and placing undue emphasis on phonemic awareness and word level decoding at the expense of vocabulary development and comprehension can be detrimental to the reading success of ELLs (Samway & McKeon, 2007, p. 51).
- **Research:** The goal of literacy development is to help students become proficient readers and writers of English and able communicators of their ideas. This includes everything from reporting on a storybook read for pleasure to being able to use literacy skills to analyze the social forces that affect students' lives. Whether students are developing literacy in their primary language or not, initial reading should focus on reading. The ideas students understand and can talk about in English are the most appropriate basis for instruction (Miramontes, et. al., 1997).
- **Goal setting:** For the reason mentioned above, English learners (ELs) should not be involved in phonics instruction that isolates sounds and letters from meaningful use of text. "That is to say that any phonics instruction should take place in the context of whole texts such as poems, songs, and predictable stories for which understanding and enjoyment have been developed, before focusing on individual words and sound/symbol patterns. In so doing, both language and literacy acquisition are served first, and children receive explicit phonics instruction subsequently" (Peregoy & Boyle, 2008, p. 170).

Oral Language Development (Listening and Speaking)

- **Myth:** Once second language learners are able to speak reasonably fluently, their problems are likely to be over in school.
- **Reality:** The ability to speak a second language (especially in conversational settings) does not guarantee that a student will be able to use the language effectively in academic settings.
- **Research:** It has been shown that school language becomes more complex and less contextualized in successively higher grades. Thus the ability to learn content area material becomes increasingly dependent on **interaction** with and mastery of the language connected to such material. The **ability to demonstrate** what one has learned also increasingly **requires extensive use of oral and written forms of language**" (Samway & McKeon, 2007, p. 30-31,).
- **Goal setting:** "Oral language interactions account for the bulk of our day to day communications, remaining the primary mode of discourse throughout the world" (Peregoy & Boyle, 2008, p. 116). We often underestimate the impact of oral language development and how foundational those skills are in building literacy skills. Therefore, when selecting an English Language Proficiency goal, please review the data to determine whether a Listening or Speaking focus would be a more direct approach to the root cause.

Writing

- **Myth:** ELLs need to be given lots of writing exercises and practice with the parts of written language before being asked to write their own messages.
- **Reality:** ELLs need lots of authentic opportunities to write in order to become writers, and they should not be kept from writing until they have been taught the component parts of the language. Grammar, spelling, and vocabulary (as well as other aspects of writing, including organization, style, and content) can all be developed in the context of the student's own writing (Samway & McKeon, 2007, p. 57).
- **Research:** Current research confirms the similarity of writing processes for first and second language writers.... it is not surprising that effective teaching strategies for first language writers tend, with some modification, to be effective for second language writers as well (Peregoy & Boyle, 2008).
- **Goal setting:** Even though the processes of English writing are essentially similar for both first and second writers, there are some important differences the two groups bring to the task. First of all, students new to English are apt to experience some limitations in expressive abilities in terms of vocabulary, syntax and idiomatic expressions. In other words, second language proficiency plays a role in writing. In addition, English learners may not have had the exposure to written English that comes from reading or being read to. As a result, they may not have a feeling for the way English conventionally translates into written form. The more they read or are read to in English, however, the easier it will be to write (Peregoy & Boyle, 2008, p. 230).

- Students receive a Language Proficiency Level score when they take the CELApro. This data should be considered when determining a student's Language Proficiency Goal.
- Students get 7 different scores
 - Speaking
 - Listening
 - Reading
 - Writing
 - Oral (Speaking and Listening combined)
 - Comprehension (Reading and Listening combined)
 - Overall (Speaking, Listening, Reading, and Writing combined)
- These are not the only data points you can use. Remember too, that the test is given in January and scores are not reported until late April.
- Use data to determine which language domain to target.
 - CELApro data
 - Classroom Observations
 - Writing Samples
 - Reading Assessments
 - For Speaking and Listening: anecdotal notes from student discussions, etc.

Selecting English Language Proficiency Goals

Language Proficiency Level		
FEP	6 Reaching	<ul style="list-style-type: none"> • Specialized or technical language reflective of the content areas at grade level • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • Oral or written communication in English comparable to English-proficient peers
	5 Bridging	<ul style="list-style-type: none"> • Specialized or technical language of the content area • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • Oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
LEP	4 Expanding	<ul style="list-style-type: none"> • General and some specific language of the content areas • Expanded sentences in oral interaction of written paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written discourse with sensory, graphic or interactive support
	3 Developing	<ul style="list-style-type: none"> • General and some specific language of the content areas • Expanded sentences in oral interaction or written paragraphs • Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
	2 Beginning	<ul style="list-style-type: none"> • General language related to the content areas • Phrases or short sentences • Oral or written language with phonological, syntactic, or semantic errors that often impeded the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
NEP	1 Entering	<ul style="list-style-type: none"> • Pictorial or graphic representation of the language of the content areas • Words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • Oral language with phonological, syntactic, or semantic errors that often impeded meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support